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### NEEDED RESEARCH IN ELEMENTARY SCHOOL READING

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distinctive types of activity or child development programs? How can it be made the most enjoyable and helpful servant of the most richly productive arrangement of school experiences? What do different types of programs in reading produce in the way of increased interest and ability in artistic, dramatic, linguistic, exploratory, social, and other lines as well as in self-management, volitional, and emotional control, zest for school life, co-

operativeness and the like? It may, perhaps, be validly argued that we must reach a thorough understanding of the fundamental nature and needs of the process of learning to read before we are in a position to solve all such problems. But the fact remains that they are problems of utmost importance which cannot safely be delayed indefinitely. It is my belief that the time is now ripe for investigations along these lines.

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